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| **Mathematics Gradual Release Lesson Plan** | | | | |
| **Grade Level 3rd** | | **Concept Addition and Subtraction** | **Teacher** | **Date(s)** |
| **Outcomes** | | | | |
| **Content**  *Common Core Standards &Essential Standards* | 3.NBT.2 Fluently add and subtract within 1,000 using a variety of strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. | | | |
| **Big Idea**  *What is the key learning? Why are you doing this?* | 2 digit by 2 digit Addition using the algorithm | | | |
| **Essential Question(s)**  *What question(s) should students be able to answer at the end of the lesson/unit?* | How can I use traditional algorithms to help me add? | | | |
| **Knowledge**  *What do students need to know to be successful (e.g., formulas, vocabulary, etc.)?* | algorithm, addend, sum, digit, ones, tens | | | |
| **I Can Statements**  *What should students be able to do independently?* | I can use a traditional algorithm to add 2 digit by 2 digit numbers. | | | |
| **Evidence of Learning** | | | | |
| **Assessment**  *A good assessment should reflect mastery of the standards, a constructed response, and be completed independently.* | Students will complete a sheet of 2 digit by 2 digit addition problems using the traditional algorithm method where students will choose any 10 of the 20 problems to complete. | | | |
| **Resources** | | | | |
| **Technology & Resources**  *List the technology and resources being used in the lesson (e.g., text, web sites, video, etc.)* |  | | | |
| **Materials**  *List all materials being used in the lesson* |  | | | |
| **Instructional Plan** | | | | |
| **Number Talk**  *During a number talk, the teacher presents an equation for students to solve mentally or a quick image for students to determine the*  *number of objects. Students compute mentally using a variety of strategies in a short amount of time (to promote fluency). The teacher facilitates discussion by having various students share strategies (teacher may record strategies or students may present/record their own strategies) and asks clarifying question. The teacher facilitates discussion regarding efficiency of strategies presented.*  **Or**  **Math Task**  *A task is a word problem strategically posed to challenge students’ thinking about a concept or skill. Tasks should be used to expose students to unfamiliar, yet appropriate concepts before formal instruction in a meaningful context. Tasks should also be used to revisit concepts during and after formal instruction in order to deepen students’ understanding of that particular concept. Students work independently or in small groups, using paper and pencil to solve, sharing strategies in a discussion facilitated by the teacher.* | \_\_\_\_\_\_\_\_ - 45= 27 | | | |
| **I Do (Modeling)**  *The teacher demonstrates while thinking aloud about the process used. The students participate by actively attending to the demonstration.* | Warm up: Show students 3 groups of base ten blocks: 1 rod and 12 units, 4 rods and 19 units, 8 rods and 17 units and have them discuss with the people near them how they could rearrange the base ten blocks to correctly show the numbers in base ten blocks.  Show students how to add numbers using the traditional algorithm by writing 52+47 on the board. Tell students that when they are using a traditional algorithm to solve addition problems to write the problems vertically and line up the tens digits and the ones digits. You start the addition by adding the ones digits together 2+7=9 and the 9 will be written below the ones place still in alignment with the others. Then move left and add your tens (make sure students understand it is 50 not 5) 50+40=90 and since you’ve already done the ones place and this has a zero there you will take the 9 tens and add a 9 in the answer place in the tens place. | | | |
| **We Do (Sharing)**  *The teacher provides the direction and invites the students to participate. Students contribute ideas and information. Decision making is negotiated between the teacher and students.* | Repeat the above process with 73+25 having the students talk you through the steps of aligning the numbers and adding the digits in each place.  Repeat as the above process using 38+24 drawing the student’s attention to 8+4=12 and helping them to understand that the ones will go with ones and the ten will go with the other tens. Place the 2 in the ones column and carrying that one ten to the tens column to be added with 30 and 20.  Repeat as needed. | | | |
| **Few Do (Guiding)**  *The teacher scaffolds help and provides support and corrective feedback. Students do the work collaboratively with minimal help as necessary from the teacher or other sources.* | In groups of 2 or 3 students will solve 25+23, 76+57, 45+39, 83+ 29, 16+63 using the traditional algorithm.  Teacher will move from group to group providing support as needed or pulls a small group for more differentiated instruction. Whole class will share out answers and discuss the use of expanded form in solving addition problems. | | | |
| **You Do (Applying)**  *The teacher offers support and encouragement as necessary. The students work independently and are in control of the ideas and information.* | Students will complete a sheet of 2 digit by 2 digit addition problems using the traditional algorithm method where students will choose any 10 of the 20 problems to complete. | | | |

Gradual Release descriptors adapted from http://greenspaceamdsb.pbworks.com/